



Honeybuns Day Nursery

Inspection report for early years provision

Unique Reference Number	EY339367
Inspection date	27 February 2007
Inspector	Linda Tomkins
Setting Address	Honeybuns Day Nursery, 15 Lichfield Road, Stafford, Staffordshire, ST17 4JX
Telephone number	01785 214040
E-mail	ant@reeley.com
Registered person	Anthony William Reeley
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Honeybuns Day Nursery is one of two nurseries run by Mr Anthony William Reeley. It opened in 2006 and operates in a detached building close to the centre of Stafford, Staffordshire. A maximum of 59 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. All children share access to secure enclosed outdoor play areas.

There are currently 98 children aged from three months to four years on roll. Of these, 23 children receive funding for early education. Children come from Stafford and wider areas. The nursery currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 16 members of staff. Of these, 13 hold appropriate early years qualifications and two are working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of personal hygiene through planned routines and effective staff practice. Staff ensure the older children are independent and know they have to wash their hands before food and after using the toilet. Younger toddlers are encouraged to wash their hands and faces with flannels before food. Staff follow procedures such as routinely cleaning the tables with anti-bacterial spray before and after meals and follow food hygiene guidance when serving food for the children. This helps to prevent the spread of infection.

Members of staff have current first aid certificates and there is a system to ensure that all staff attend first aid training. First aid kits are stored in accessible areas in the nursery and parents have provided written permission for staff to seek emergency treatment or advice. This means that children will receive appropriate treatment in the event of an accident. However, not all accidents are recorded which means that parents are not always fully aware of any injury their child sustains.

Children benefit from a varied healthy menu which includes fresh fruit and vegetables. The nursery provides drinks of water, sugar free juice or milk. Fresh water is available throughout the day to each child over twelve months as they have their own water bottle labelled with their photograph and name. Children under twelve months are able to indicate when they are thirsty as their cups are in view at all times. Children are closely supervised at meal times when staff assist them with their food and ensure dietary and health requirements are discussed and recorded on children's individual record forms. This helps to keep children healthy.

The nursery has two adjoining outside play areas and all children are taken out for physical play and fresh air at least twice a day. This ensures children are developing a positive attitude to exercise and maintaining a healthy lifestyle. Young children have a sleep-room and areas within each room to rest and sleep in accordance with their individual routines.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are secure in the well-organised, welcoming environment where risks to children are limited through good safety and security procedures. Staff monitor access to the nursery at all times with secure doors and an intercom system. Risk assessments are completed regularly together with daily safety checks for inside and outside areas of the building. Staff ensure they maintain an accurate record of visitors' attendance.

Fire fighting equipment is in place and regularly checked. All children take part in fire drill practises and the emergency evacuation procedure at regular intervals. This means that children will be safe in an emergency situation.

Children use a range of safe, good quality, developmentally appropriate resources. These are very well maintained and presented by staff to enable children to choose from the varied range. Staff consistently explain safe practices such as forming a line to go outside and to 'hold hands with a friend' when negotiating the outside steps. Staff ensure children are securely strapped into seats and pushchairs. However, the safety of the children in the Tweenies room is compromised by some staff practice at sleep periods, as they do not always ensure the bags used to store linen are inaccessible to children.

Children are protected by trained staff who have a sound understanding of child protection issues. The policies and procedures have recently been reviewed and clearly show parents and staff how to protect children and report concerns. Staff ensure the record of existing injuries is signed by parents and carers.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled in the nursery's welcoming and caring environment. They have warm and friendly relationships with staff and each other. Children under twelve months in the Baby room are developing well as they are nurtured and cared for by attentive knowledgeable staff. They use resources such as activity toys, baby-gyms, mobiles and musical toys for discovery. The very young children are given opportunities to lie flat in a safe comfortable area to kick and practise rolling and crawling. Whilst the more able are encouraged to sit-up in specially designed chairs for play and meal-times. Staff consistently interact by talking, smiling and making eye contact. The children are frequently cuddled and rocked as staff follow their individual routines.

Children aged from twelve months to two years in the Tweenies room are developing their language and social skills because staff are promoting these through constant conversation, questions and individual attention. Staff play with children on an individual basis, for example, helping them to manipulate activity toys and shape sorters. Staff ensure children understand the purpose of adult-led activities as they show them how to hold chalks and demonstrate how to make marks. They encourage children to paint and use various tactile materials to broaden their experiences and development.

Children aged two to three years in the Main Nursery are developing a sense of independence as staff actively encourage the children to be independent by showing them how to manage their own clothing and personal care. The key worker system ensures children are cared for in small groups where they take part in conversations and learn to maintain concentration. They listen avidly to stories such as 'We Went to the Zoo' and 'What I Like' then discuss their likes and dislikes of animals and food. One said, 'I like jam sandwiches and bananas.'

All children regularly use the two adjoining outside play areas. Mobile children in the Tweenies room develop their physical skills well as they play on the large equipment on the all weather surface in the front area at least twice a day. Children in the Baby room are held by staff or sit in pushchairs. This means that children have time to be active and enjoy being outside.

In addition, there is clear floor space inside to allow for free movement. Plans and activities are organised by the staff team in line with the 'Birth to three matters' framework. Children in

the pre-school area enjoy activities planned and linked to the Foundation Stage. There is a good range of resources to promote all areas of development. Children are free to choose to play individually, with staff or in groups.

Early Education

The quality of teaching and learning is good. The well-organised staff team are developing their knowledge and understanding of the Foundation Stage to plan and provide a varied range of activities under each area of learning. The learning intention is recorded and relates to the stepping stones and early learning goals so that all aspects are covered. Staff have developed the practice of recording their observations on the children's progress and ensure the records show the children's attitude to learning to provide a clear picture of achievements. This enables staff to make accurate reports to parents. In addition, staff record the next steps for each child's level of future development. However, the teaching methods and practice are not recorded and evaluated to show the effectiveness of an activity. Children's achievements are recorded but the lack of evaluation does not always show areas for improvement in methods or staff practice. Future planning is informed by the record of the impact of the activities on the children.

Staff use effective methods to maintain children's interest. Plans are flexible and allow staff to spend the majority of their time working directly with the children and asking understandable questions to ensure that children are appropriately challenged and engaged. Children are clear about the purpose of planned activities and frequently join in with their own ideas and home experiences. Development is good, particularly in the areas of communication and language and literacy, knowledge and understanding of the world, maths, physical and creative development. Behaviour is well-managed by consistent methods. For example, children are encouraged to understand the behaviour boundaries and respond to staff with 'please' and 'thank you' and praise each others achievements. This results in an ordered caring environment for children.

Children show a sense of belonging and are motivated to learn. They are encouraged to be friendly and confident, to try new activities and speak in a familiar group. Children behave well and show care and concern for each other. For example, children help each other to put their coats on and find their knives and forks. They are encouraged to develop their personal independence further by pouring drinks and serving their own food. However, children do not have opportunities to further develop their sense of community as they do not visit the surrounding areas to the nursery. This impacts on children's understanding of various people in the community.

Children attempt to make recognisable marks on paper and recognise labels of their own names and resources. They listen intently and interact to stories such as 'The Three Little Pigs'. Children are encouraged to use language for thinking and expression and confidently recall and explain the content of stories. They are developing their skills to speak clearly, identify letters and sound phonically.

Children explore and investigate when growing sunflowers and cress. They help take care of the goldfish, rabbit and hamster. Staff ensure children know how to use everyday technology

as they use telephones, calculators and the computer. Children celebrate festivals such as Chinese New Year by making collages, food tasting and dressing-up which broadens their understanding of the wider world.

Children are beginning to develop an understanding and use of number. They are progressing with problem solving using addition and comparisons with mathematical language whilst counting how many children in the room. Children experience weighing and measuring with water and flour to make play dough. They have a good understanding of shape and size as they discuss their drawings of 'big' and 'little' houses.

Staff ensure children routinely use large physical equipment to travel around, under, over and through balancing and climbing equipment to develop their physical skills in the two outside areas. Children talk about physical development and said 'you get little if you don't eat'. Children use small tools and construction materials safely and with increasing control. They use cutlery and serving spoons with dexterity at meal times.

Children express themselves through creative activities and role play. For example, adapting pieces of a construction set to snap together to make crocodile jaws. Children enjoy exploring colour, shape and texture as they paint collages using glitter, sand and silver straws to widen understanding of textures and shades. They sing and dance as a group as they have regular periods of movement and music. They move rhythmically and responsively as they learn 'The Hokey Cokey'.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy positive relationships with the staff and each other. They are valued and respected as individuals. Their confidence and self-esteem are developed by staff with use of praise and encouragement on arrival and during their time in the nursery. However, staff do not ensure all children's individual personal care needs are met at all times. For example, taking care to provide the correct size aprons at lunch time and ensuring children follow their home routines when settling for a sleep.

Staff ensure that resources positively represent the children who attend as well as individuals from the wider community. This helps raise children's awareness of diversity in their community. Children develop a positive attitude to others through celebrating festivals, dressing-up and art activities. Children behave well, they take turns, share and help each other. Overall, children's spiritual, moral, social and cultural development is fostered.

Currently, there are children with some disabilities and development delay attending and senior staff have formulated a good system to ensure appropriate support is provided for parents and children. The policies and procedures promote inclusion and full integration for all children.

Children benefit from the positive partnership staff have developed with parents. Their individual routines and preferences are discussed with parents. Children are happy because staff work closely with parents and ensure they settle well. In all rooms and areas the daily routines and

activities are displayed. This means that parents are fully aware of the quality of care their children receive.

The partnership with parents and carers of children in receipt of funding for early education is good. They are made aware of how the setting operates through the prospectus leaflet. Parents are informed of topics and operational changes verbally, the notice board and newsletters. Exchange of verbal information on a daily basis keeps parents informed of their child's well-being and progress. Records are accessible to parents at all times and they are invited to individual interviews to talk to staff about their children's progress and achievements. Staff involve parents in their child's learning by asking them to provide resources for junk-modelling and the science box.

Organisation

The organisation is good.

The registered person and manager have developed the robust recruitment procedures which ensure children are cared for by staff who are appropriately qualified, checked and vetted. The adult to child ratios are maintained, and at times, exceed the minimum staffing ratios.

Staff are experienced and knowledgeable and ensure that generally children's individual needs are met. Children in receipt of funding for early education are steadily achieving and progressing because the teaching methods are effective.

The leadership and management of early education is good. Children's records and staff details are stored securely and available for inspection. Staff attend training on a rolling programme and are increasing their understanding of children's development and knowledge of the Foundation Stage. Senior staff are increasing in confidence to establish their own methods and improvement. Staff are supported by a visiting development advisor who provides examples of practice and record keeping to further develop their knowledge and understanding of planning and how children learn.

Induction training and appropriate policies and procedures work in practice to keep children healthy and safeguard their welfare. There are clear systems in place for recording accidents, medication and staff attendance. The staff and children's daily attendance record clearly shows the actual times of arrival and departure. Most documentation is maintained to a good standard. The policies and procedures are continually undergoing review and update to reflect the progressive improvement of the operational practice. Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all accidents are recorded
- ensure children in the Tweenies room are safe during sleep periods
- ensure children's individual needs are met at all times.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- evaluate and implement opportunities for children to further develop a sense of community
- review the systems for recording evaluations of methods and resources used during adult led activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk